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ABSTRACT

One of a series of performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, this learning module deals with conducting group discussions, panel discussions, and symposia. It consists of an introduction and five learning experiences. Covered in the first module are techniques and procedures for conducting all three types of discussions. The second, third, and fourth learning experiences involve making a critique of the performance of hypothetical teachers in three case studies describing a group discussion, a panel discussion, and a symposium. In order to complete the final learning experience, students must conduct a group discussion, a panel discussion, and a symposium in an actual teaching situation. Each learning experience contains an enabling objective, an overview, one or more learning activities, and a feedback instrument (either a self-check or a teacher performance assessment form). (MN)

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ED224947

MODULE
C-2

Conduct Group Discussions, Panel Discussions, and Symposiums

Second Edition

Module C-2 of Category C—Instructional Execution
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to George W. Smith Jr. , Art Director at AAVIM, for supervision of the module production process.

Robert E. Taylor
Executive Director
The National Center for Research in Vocational Education

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

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- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

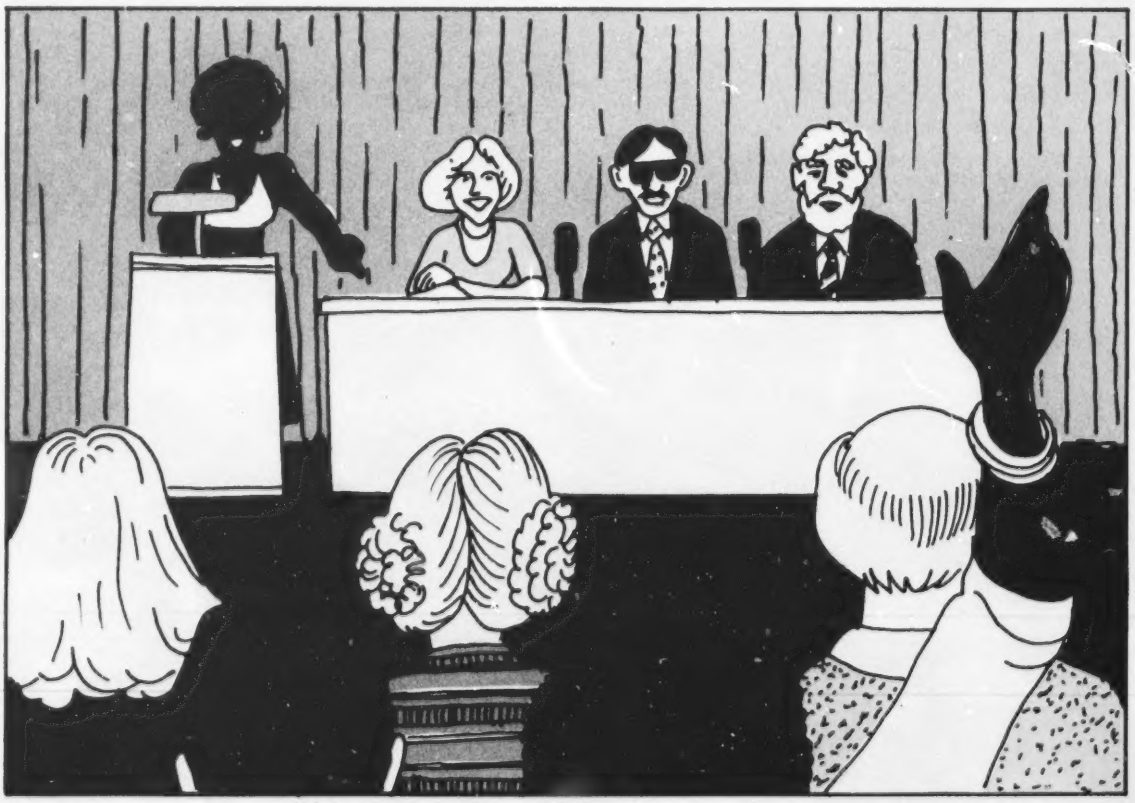
Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

INTRODUCTION

Discussion techniques permit the teacher to introduce issues, problems, and ideas into the vocational-technical program that would be difficult to include in any other way. The interchange of ideas that forms the basis for discussion is useful in helping the instructor to achieve course objectives in the affective domain (the development of student awareness, interests, attitudes, and values). Since discussion topics should grow out of class study and activity, new relationships between occupational practice and social needs can be formed and explored. Though group discussion is admittedly not an efficient method for teaching a manipulative skill, it is indeed useful for increasing students' skills in problem solving and preparing them for leadership roles in the vocation. Some discussions are specifically intended to lead directly to definite group decisions and goals.

Good group discussions don't just happen. They require thoughtful planning on the part of the instructor and, in some forms, require preparation by class members themselves. Too often, instructors are satisfied with an extemporaneous discussion involving the whole class, with the instructor taking the lead. To add variety to class activities and to meet some very special purposes, panel discussions and symposiums are additional techniques that should be a part of the versatile instructor's teaching repertory.

This module is designed to give you skill in planning and effectively conducting group discussions, panel discussions, and symposiums.



ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, conduct a group discussion, panel discussion, and symposium. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 41–43 (*Learning Experience V*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures for conducting a group discussion, panel discussion, and symposium (*Learning Experience I*).
2. Given a case study describing how a hypothetical teacher conducted a group discussion, critique the performance of that teacher (*Learning Experience II*).
3. Given a case study describing how a hypothetical teacher planned a panel discussion, critique the performance of that teacher (*Learning Experience III*).
4. Given a case study describing how a hypothetical teacher conducted a symposium, critique the performance of that teacher (*Learning Experience IV*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B-4

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

No outside resources

Learning Experience II

Optional

- *A locally produced videotape* of a teacher conducting a group discussion that you can view for the purpose of critiquing that teacher's performance.
- *Videotape equipment* to use in viewing a videotaped group discussion.
- *A group of persons (peers; members of a college class, a club, or an organization)* with whom you can participate in or lead a group discussion.
- *Videotape equipment* for taping, viewing, and evaluating or self-evaluating the performance of the leader of the group discussion.

Learning Experience III

Optional

- *A locally produced videotape* of a teacher conducting a panel discussion that you can view for the purpose of critiquing that teacher's performance.
- *Videotape equipment* to use in viewing a videotaped panel discussion.
- *A group of persons (peers; members of a college class, a club, or an organization)* with whom you can participate in or lead a panel discussion.
- *Videotape equipment* for taping, viewing, and evaluating or self-evaluating the performance of the leader of the panel discussion.

Learning Experience IV

Optional

- *A locally produced videotape* of a teacher conducting a symposium that you can view for the purpose of critiquing that teacher's performance.
- *Videotape equipment* to use in viewing a videotaped symposium.
- *A group of persons (peers; members of a college class, a club, or an organization)* with whom you can participate in or lead a panel discussion.
- *Videotape equipment* for taping, viewing, and evaluating or self-evaluating the performance of the leader of the symposium.

Learning Experience V

Required

- *An actual teaching situation* in which you can conduct a group discussion, panel discussion, and symposium.
- *A resource person* to assess your competency in conducting a group discussion, panel discussion, and symposium.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

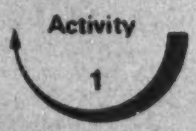
The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the techniques and procedures for conducting a group discussion, panel discussion, and symposium.



You will be reading the information sheet, Group Discussions, Panel Discussions, and Symposiums, pp. 6–14.

You will be demonstrating knowledge of the techniques and procedures for conducting a group discussion, panel discussion, and symposium by completing the Self-Check, pp. 15–18.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 19–20.

Activity 1

Good class discussions, though they may appear informal and spontaneous, are really the result of careful thought and preparation. For a description of (1) the unique values and characteristics of each of the three discussion techniques and (2) the teacher's responsibilities in planning and conducting each, read the following information sheet.

GROUP DISCUSSIONS, PANEL DISCUSSIONS, AND SYMPOSIUMS

Whenever two or three people are gathered together, a discussion usually takes place. The people may discuss the prospects of the local pro football team in the upcoming season, the merits of various measures used to control inflation, the trends in behavior among young people, or any of a thousand other topics. The discussion may be based on accurate information and facts, or it may be based merely on uninformed opinion and emotion.

People enjoy the stimulation of discussion and frequently find that discussion with friends changes their own attitudes or helps them solve a personal problem. Discussion is one method by which new ideas may be tested, and it is not excessive to say that this process of interchange of ideas is basic to the democratic process.

Discussion is also used in the classroom. However, in the classroom, it needs to have much more definite aims and structure than does the discussion that takes place on the street corner or around the restaurant table. The guided classroom discussion is designed by the teacher to develop group understanding and, perhaps, general agreement through talk and reflective thinking.

Its aims are to (1) stimulate thought and analysis, (2) encourage interpretations of the facts, and (3) develop new attitudes or change old ones. With good leadership, evidence on a crucial issue or problem is brought out, the evidence is evaluated by the group, and some general conclusions are reached.

Lectures are not discussions. Discussions also are not demonstrations, review sessions, question-and-answer periods, recitations, or the wandering conversations known as "bull sessions." While some of these methods are extremely valuable in teaching vocational and technical subjects, they are most suitable for the **presentation** of information. Group discussion methods, however, involve the **interchange** of question and ideas among the participants.

While lecture and discussion both involve much talking, students should participate much more extensively in the discussion. A lecture may be an efficient method for giving a cabinetmaking class infor-

mation about American hardwood furniture lumbers. However, if the point of the lecture is for the class to generate ideas about how our dwindling lumber supplies may be conserved by industrial and governmental policies, a group discussion may be more appropriate.

An important value of class discussion is its potential for problem solving. It is usually more valuable for students to work out problems and misunderstandings by themselves through discussion than it is for them to listen to a teacher present solutions through an illustrated talk. When the students do the talking and thinking, they are more intellectually involved, and they feel that the material is more relevant to them.

A well-conducted discussion reveals a variety of viewpoints that students may not have realized existed. If the right environment is maintained, they may begin to gain a healthy respect for the positions of others. They may also begin to understand the weakness of an opinion that is not based on facts or accurate information.

For example, an auto mechanics teacher may be conducting a class discussion on automotive safety. The student who is not prepared and speaks out loudly against the use of seat belts will probably find out how difficult that position is to sustain. This will be especially true if that student is confronted by other students who are prepared with data about the value of seat belts in reducing injury rates.

There are several important limitations to the discussion method that must be recognized if the method is to be used effectively. As mentioned previously, discussion is generally not the best technique for presenting information and facts. It is time-consuming and may give an unbalanced presentation. Another weakness of the discussion method is that, like the lecture method, it involves more talk than action.

Finally, a good discussion must be a very carefully planned learning event, not to be undertaken in an offhand or impulsive manner. If these limitations are understood and accepted, class discussion methods can lend a new dimension to learning and can provide variety in the classroom.

Types of Discussion Techniques

There are three basic kinds of discussion techniques that can be profitably used in the vocational-technical classroom. Each has unique characteristics and potential, yet all share some common values.

The **group discussion** involves the entire class of students, organized for the purpose of (1) sharing information concerning a specific topic and (2) analyzing and evaluating that information in order to arrive at some general conclusions. Ideally, all class members actively participate in the group discussion. They participate either as a unit or divided into smaller groups, and usually the teacher is in charge.

The purpose of the group discussion may be to arrive at a definite decision or goal (e.g., "What kind of exhibit does our group want to have at the county fair?"). However, the purpose may be simply to encourage the exchange of ideas, without attempting to reach a decision (e.g., a discussion of the ethics problems of a nurse's aide).

A **panel discussion** is, essentially, a small-group discussion overheard by an audience. The panel members (perhaps three or four in number) are seated before the class in a manner that allows them to talk with one another easily and, at the same time, be seen and heard by the class. A chairperson presides to direct the discussion and equalize the participation.

A **symposium** is more formal and less spontaneous than a panel discussion. It is an activity in which several speakers present various aspects of an issue or problem. At the conclusion of the series of presentations, the speakers usually respond to questions from each other and from the audience. An example might be that of a group composed of a shop owner, an electronics expert, and a consumer advocate speaking on the topic of improving service in the TV repair industry.

To a greater or lesser extent, each of these forms of discussion shares the same characteristics and values for education, but each has its own special effectiveness in the classroom. The advantages and disadvantages of each of the three discussion techniques are presented in the statements that follow.

The Group Discussion

Advantages:

- It involves the entire class.
- It allows a great diversity of viewpoints to be expressed.
- The process is directed by a subject matter expert—the teacher.
- It gives the entire class an opportunity to check on the ideas presented.
- It can stimulate critical thinking.
- It allows for arriving at group consensus.

Disadvantages:

- Discussion moves slowly; the class may be sidetracked.
- Discussion may be dominated by a few talkers.

The Panel Discussion

Advantages:

- It provides for the spontaneous interaction of participants and audience.
- It allows for both questions and answers.
- Fast-moving questions and answers create class interest.
- With a skillful leader, discussion can cover a great deal of ground.

Disadvantages:

- It tends to present the topic in an unsystematic manner.
- It may be difficult to control the time used by each panelist.
- Many questions may be left only partially answered.
- It requires the use of panel members who are articulate and can think quickly.

The Symposium

Advantages:

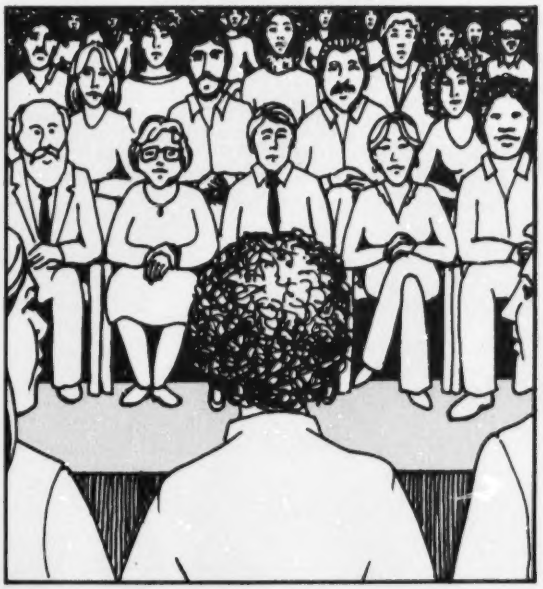
- A variety of knowledge and experience can be presented.
- Changing speakers and breaking up the time helps hold the attention of the class.
- It creates interest, especially if the topic is controversial.
- It encourages more class involvement than a lecture.

Disadvantages:

- It may not provide thorough coverage of the topic.
- It may consist only of opinions if participants are not well prepared.
- It can handle only one major issue.

Broadly speaking, then, the **group discussion** is best used when the whole class needs to be involved and when students have the information on which to base their discussion. The **panel** is very effective when there is a group of students who can prepare well for and talk freely on a topic of concern to the class. The **symposium** makes good use of experts to present varying views concerning a controversial subject.

The wise instructor will realize that, because these techniques involve more talk than action, they cannot be used too frequently or they will lose their impact. However, every vocational-technical program has areas within it in which students should be given an opportunity to think critically and reach defensible conclusions. In the sections that follow, the instructor's responsibilities in planning for, conducting, and following through on these techniques are discussed in more detail.



The Instructor's Role in the Group Discussion

In a discussion involving the entire group, your role as instructor is a crucial one. As the one who does the major share of the planning and preparation, and who usually leads the discussion, you will be the dominant and central figure. While students will contribute their information, you will serve as the subject matter expert and the authority figure in this form of discussion.

Thus, while a lively class discussion might appear open and free—almost casual—to an outside observer, the effective instructor has planned carefully for the event and is indirectly guiding the discussion. This is true whether the discussion involves (1) the class as a whole, (2) the class divided into smaller groups, or (3) one small group supervised by the instructor while other students work independently.

Your first responsibility as instructor is that of guiding the group in **selecting a topic** for the discussion. The topic should relate to specific instructional objectives. Thus, it usually evolves from the ongoing work of the class. For example, when the agriculture class is studying the use of pesticides in controlling destructive insects, the discussion topic may emerge as "How should the farmer react to the proposed banning of certain pesticides for environmental and health reasons?"

A class may also be motivated and prepared for a discussion because of some previous experience they had, such as a **field trip** in which they observed a new team-approach to auto assembly or a **film** they

viewed on working conditions in the mining industry. They may also be motivated because of a **lecture** they listened to on employment opportunities in the field or a provocative **magazine article** they read on how modular house construction will change the carpentry trade in the future.

You will have to guide topic selection, but the group should feel that they participated in the process and that the topic is relevant to their needs and interests. Lack of group involvement explains why some topics brought up by an instructor fail to stimulate discussion. Questions that should be asked of the proposed topic include the following: Does the problem or topic affect many in the group? Will discussion of it be helpful to the group? Is it important? Is the group competent enough to deal with it, in terms of their experience, maturity, or the available resources?

In the planning and preparation stage, you may need to **orient students** to the discussion technique in order to prepare them to use discussion time economically. This is especially true if the students' previous experience with "discussion" has been that of an uncontrolled venting of opinion. They will need to be encouraged or directed to do some reading or other research and to make note of possible questions prior to the discussion.

You also will need to be prepared with current information. If the class for bank tellers is going to discuss security problems, for example, the teacher may find it necessary to learn about the latest security techniques before leading the discussion on the topic. During preparation, you can also **prepare a list of pertinent and leading questions**, designed to

help cover the necessary ground and stimulate thinking. Particularly helpful are questions that will help get the discussion going during what may otherwise be an awkward "warming-up" period.

The **physical arrangement** of the class for a discussion is far more important than it might at first appear. Attempting to hold a group discussion in a large shop with the students scattered around their work stations almost guarantees failure. Likewise, using a classroom setting where students are seated in a series of straight rows makes it difficult for them to see and hear each other and inhibits communication.

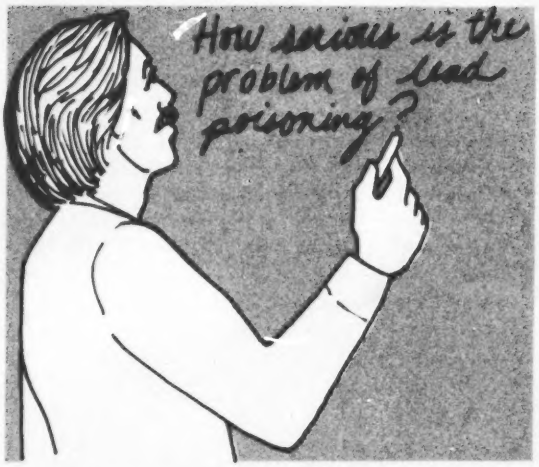
You should plan the setting for a close but informal grouping, with chairs in a semicircle, in clusters, or around a large table or grouping of tables. You, the teacher-leader, should be located near the apex of the u-shaped group or wherever all students can see and hear you.

As **the discussion begins**, you should lead off by introducing the topic to be discussed, the general limits of the topic, and the time schedule agreed on. You should make the problem clear to all by stating it in specific and direct terms. For example, the teacher in a child-care class would not announce the topic simply by saying, "Today we are going to discuss lead poisoning," but perhaps by saying, "What is the scope of the problem of lead poisoning in children today, and what actions can be taken to control the problem?"

The teacher may present some leading questions while a student writes them on the chalkboard. Such questions might include the following: How serious is the problem of lead poisoning in children? Why are children more seriously affected than adults? What can the government do about the problem? What can the child-care worker do?

It will be necessary to allow some "warming-up" time, but as the group gains more experience in discussion, less teacher prompting will be needed. You need not be afraid of some silence as students organize their thoughts, but dead stops in the discussion should be avoided by the use of stimulating questions.

As **the discussion progresses**, you should attempt to establish a free and friendly atmosphere, in which contributions can be made without fear and all students have an equal opportunity to participate. You need to set a friendly tone, give consideration to all contributions, and guide the talk within the outlines of the problem. Each member should be encouraged



to contribute, with special attention being given to students who are timid or who have difficulty in expressing themselves in public.

The extent of learning will be closely related to the degree of student interaction and participation, and an atmosphere of friendly cooperation helps students learn to give and take and to respect honest differences. An adversary approach or one of aggressive competition is threatening to most students. Thus, a discussion that takes such a turn loses all but the most self-confident and gifted students.

To be a skillful discussion leader, you need to develop an awareness of facial expressions and be sensitive to enthusiasm and to the attitudes of the group. You should call upon those who indicate interest nonverbally, but who do not volunteer, in order to provide the greatest possible degree of class involvement. You may also have to guide the remarks back to the problem as students wander off track. If a genuine interest develops in an unanticipated direction, you must decide whether to close it off or whether it is worth pursuing.

At this stage of the discussion, you should be unobtrusively clarifying the problem, defining new terms, correcting any mistakes or misinterpretations, and helping students to organize and express their ideas. Additionally, you should be stimulating students to reason out the problems—helping them to evaluate what they hear and suggesting possible class activities as outgrowths of the talk. If several small-group discussions are operating, you can circulate quietly among the groups, guiding the discussion as you would with the total group.

In addition, you can make periodic summaries of the discussion and formulate generalizations applicable to other situations. You may also keep the thinking open by taking the weak side of a question, suggesting an opinion to arouse controversy, or acting as "the devil's advocate." In an office practice class discussion about pay and working conditions, for instance, the teacher may take the position that lower pay for women is justified because of their high turnover and the lesser demands made on them. The purpose of this controversial statement would be to force students to substantiate their contentions to the contrary.

All this can be done from your background of knowledge about the subject, but without attempting to force a personal position on the class and without imposing a predetermined solution to the problem. This kind of openness requires a leader who is free from a drive to dominate, who is personally secure and willing sometimes to be a follower, and who can restrain his/her own desire to talk.

Some situations may develop in the course of a class discussion that can be difficult to handle. The following list addresses some potential problems and suggests some possible solutions to these problems:

- **Everyone wants to talk at once, threatening general chaos**—This is usually a sign of high interest and may be controlled by simply holding up a restraining hand, pointing to the next speaker, or acknowledging another speaker by a nod. Sometimes the class will need to be reminded of the rules of common courtesy, but scolding can completely destroy the friendly atmosphere required for good discussion.
- **No one wants to start talking at all**—You can usually solve this by asking a provocative question or calling on a knowledgeable and articulate student.
- **One student may want to monopolize the discussion or shout down opposing views**—A reminder that others deserve an equal opportunity to speak may be all that is necessary to control this. In a difficult case, you can quite deliberately fail to recognize the offender. After the class period, it might be helpful to have a friendly chat with the offending student—thanking him or her for actively participating, but asking that, in future discussions, other, less articulate or less confident students be given more opportunity to express themselves.
- **Two students may become really angry with each other**—Topics that involve emotional issues, such as personal freedom vs. loyalty to an employer or liberal vs. conservative farm policy, may cause stress. In this situation, you must be very tactful—perhaps diverting the topic to a neutral point, ignoring the combatants, or making light of the problem with a bit of deft humor. As a last resort, you can be arbitrary and quiet the speakers.

As **the discussion draws to a close**, you will need to help the class come to some conclusions. Sometimes, when the problem is solved, the discussion may close itself. When there is nothing more that can be said, you may close the discussion. When the discussion leads to several solutions (as might well happen if the class has been divided into small groups), you may need to pull it together and help the class to come to some consensus or majority opinion.

As a follow-through, you can help students decide if further action should be taken on this subject: Does the class want to invite a speaker from industry to present industry's viewpoint? Do the plans for the course need to be changed? Should the group get involved in a community project?

Finally, you may present an evaluation of the performance of the class in conducting the discussion and suggest ways in which the next discussion session might be improved.

The Instructor's Role in the Panel Discussion

The panel discussion, like the total group discussion, involves people in talking to each other, presenting their ideas, testing out these ideas, and perhaps coming to some general agreements. However, in a panel discussion, only a small group of people do the talking, while a larger group listens to what they have to say. The teacher-leader has less direct input and control of this situation, and more of the responsibility falls on the panel members.

In a panel discussion, a few students are selected to discuss specific aspects of the chosen topic—one related to the instructional objectives of the class. Each member comes well prepared to the panel discussion. The moderator (usually the instructor) introduces the subject and calls on one of the panel members to lead off. Other panel members are free to react or ask questions. The moderator guides the direction of the discussion and finally summarizes the principle ideas presented.

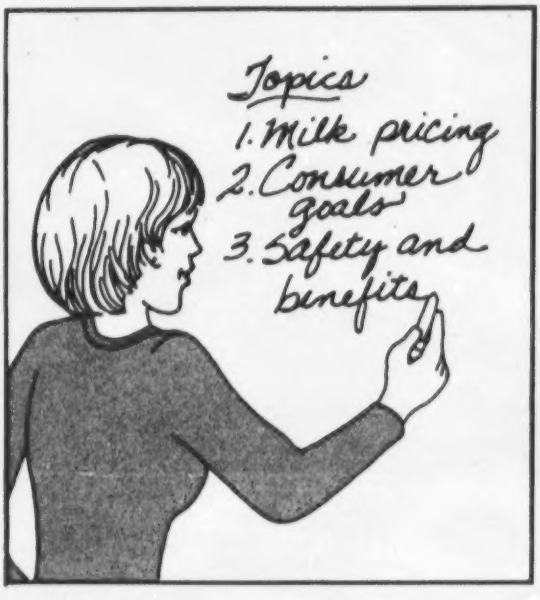
Panel discussions allow the presentation of several views on a topic and can stimulate the thinking of the audience. However, they are not good for presenting straight information. Problems best suited to the panel format are somewhat controversial in nature and are likely to have no single answer. They also should be definite and timely. A good panel discussion brings the opinions of a group of well-informed people to an interested audience in order to advance various points of view for consideration. A panel discussion that just presents facts simply becomes a series of oral reports.

The techniques you use in a guided classroom discussion cannot be used in the same way with a panel discussion. In a group discussion, the preparation and direction is largely controlled by you, the instructor. In a panel discussion, a group of students plan, prepare, and control the event. When serving as leader of a group discussion, you are the dominant, central figure. When acting as a panel moderator, however, you do not take the role of the authority or expert.

As with other discussion techniques, the selection of the topic is very important. It frequently grows out of class activities, and it should be of immediate concern to students. You can plan for some likely spots in your program when use of a panel discussion might be appropriate. The deciding interest, however, should be expressed by the students.

You can assist the class in refining the question or problem and can help decide when the issue should come before the class. The following questions illustrate the kinds of topics that are appropriate for panel discussions in vocational-technical areas:

- How do the federal milk-pricing policies affect the dairy industry and the consumer?
- What should be the goals of the consumer movement in the United States?
- Are the present occupational safety and health codes beneficial to industry? The industrial worker? The general public?



In the final statement of the topic, you should be sure that the question is not "loaded." You should be sure that, indeed, there is room for real discussion and honest differences and that the outcome of the discussion is not predetermined.

The panel members can be students who have been chosen by the class to represent the varying points of view, or they may be chosen by you for their particular ability to contribute. A typical panel may be composed of three or four, or as many as eight, members. It is most natural to choose students who are self-confident and articulate. However, you should not forget to consider students who, while perhaps less able, nevertheless would personally benefit from the experience of having an equal voice in a class presentation.

In some cases, a student may be chosen as moderator (leader or chairperson) by the group or by you because of his/her leadership ability and tolerance. In other cases, you may well assume the role of panel moderator. In this module, it is assumed that you do usually retain that responsibility.

After the panelists have been selected, they can divide the broad topic into subtopics, and each can select a subtopic according to personal interest. The broad topic of "How are the changing techniques of [steel] production going to affect the industry?" can be broken down into subtopics such as the following:

- What are the new technical processes being installed?
- How do these techniques change the outlook of the [steel] industry?
- Will foreign trade be influenced by the changes?
- What is the reaction of the labor unions?

Each student panel member is expected to prepare thoroughly on the subtopic chosen by him/her, and ideally, every panel member will do at least some preparation in **all** areas—at least enough to be able to ask questions of each other. The panel will probably need about a week's time to prepare, but the discussion itself should never be rehearsed.

As the panel moderator, you are the most important member of the panel. You need to direct planning activities, assist any member who is having trouble, and take responsibility for the overall functioning of the group. A well-prepared leader builds a discussion outline—usually a series of questions concerning major issues. The questions may never be asked in exactly that form, but you can use them to help keep the discussion within the guidelines.

You also have responsibility for overseeing the panel members' preparation and performance. Each member first needs to get an overview of the whole problem from readings. Then he/she needs to study his/her own particular aspect of the problem (e.g., the present state of affairs, steps that might be taken, and the effects of such action).

During the discussion, the members are exchanging ideas among themselves, but they are doing it for the benefit of the class, so they should direct their comments both to each other and to the audience. Prepared speeches are not in order.

The panel members should be asked to do the following:

- Make short contributions, not over one minute in length.
- Ask probing questions of the other panelists.
- Follow the discussion carefully, actually listening to what others have to say.
- Relate remarks to what already has been said.
- Use tact and a friendly approach, and avoid disparaging remarks.

As the panel opens, you, the moderator, should offer introductory remarks, state the problem, ask a question of a panel member, or challenge the group. Surprisingly perhaps, the effective leader usually is the quietest person on the panel. You should gently steer the discussion, clarify concepts, and allow the free flow of ideas. As in the group discussion, you may need to control the overly talkative person, encourage the timid, keep the discussion reasonable and cool, and keep the talk on the topic.

One of your more exacting responsibilities is to provide smooth transitions from one aspect of the problem to another. This can be done by making a short summary of the discussion up to that point and an equally short introduction to the next phase of the discussion.

When the panel comes to a close, you should make a very brief summary of the discussion—a reminder of what the panel has said, and the points of agreement reached. The discussion should not be ended abruptly by cutting off a speaker or saying, "I'm sorry, but we've run out of time."

After the panel discussion, you may invite questions from the class, with a reminder that questions are to be brief and to the point. The panel member most directly concerned can make a brief response. A suggested timing for the whole process might be as follows:

- 5 minutes for introductions and remarks
- 25 to 35 minutes for the panel discussion
- 5 to 10 minutes for student questions
- 5 minutes for your critique of the panel process

It is often helpful for you to follow through during the next class meeting with a review of the principles evolved through the discussion. It is at this time, also, that you can give the class the benefit of your own ideas on the topic and can present your general expert conclusion.

The Instructor's Role in the Symposium

The symposium is far more formal and less spontaneous than the panel discussion. It consists of a group of brief speeches on various aspects of a particular issue, problem, or subject. Generally, there are from three to six speeches, each of five to twenty minutes in length. After the prepared speeches have been presented, the speakers may participate in a panel discussion, may question one another, or may respond to questions from the audience.

The participants in a symposium are usually selected for their special expertise concerning one or more phases of the topic. This would suggest that in a secondary or postsecondary school setting the most successful symposiums are those involving outside speakers from industry, government, commerce, or professional groups. Their unusual knowledge of the topic and, usually, their experience in appearing before audiences provides the event with special interest. Attending a symposium is also an excellent opportunity for students to see how professionals in their field handle themselves and how they relate to others.

It is possible, however, that carefully chosen and prepared students could fulfill the functions of symposium speakers. A symposium of student speakers might be an excellent training experience, for example, for members of a vocational student organization.

The symposium may sometimes provide a good deal of drama if the experts challenge each other and engage in fast-flowing probing and rebuttal. It is, of course, the quality of knowledge of the speakers that determines whether the symposium succeeds in presenting well-grounded views on the subject and in stimulating student thinking.

A cosmetology class could benefit from a symposium on state examination and licensing procedures, with a state examiner and an experienced cosmetologist as participants. An automobile dealership service manager, a company representative, and an experienced mechanic could speak on three aspects of handling customer complaints. An architect, a contractor, and a building inspector could explore the various aspects of building standards before an audience of architectural drafting students.

It is your responsibility to help the class refine the problem statement and to gain the speakers' consent to prepare and appear. Each speaker's time is valuable. Thus, in order to gain maximum benefit from the symposium, it would be helpful if all interested classes could be brought together at the same time for the symposium.

Students can, of course, assist in all phases of the planning. They can help in locating suitable speakers, formally inviting them to participate, providing transportation, greeting them at the school, and thanking them at the close of the meeting. Ultimately, however, it is your responsibility to be sure that all of these arrangements have been handled satisfactorily.

The symposium is not difficult to conduct. The topic should be announced briefly and stated clearly, the speakers should be introduced and their special backgrounds noted, and the first speaker can then be called upon to begin his/her presentation. The chairperson can make a short transitional statement as the second speaker is ready to be called upon. Because each speaker has a specified time for his/her presentation and is held responsible for presenting a particular aspect of the problem, the chairperson should not direct the discussion or interject his/her own ideas. At the end of the formal speeches, the chairperson may direct audience questions toward specific speakers for responses.

A subsequent class period might be used for group discussion of what the class has learned from the symposium. This would also be the correct time for you to present your own reactions and conclusions. As in any discussion technique, you should help the class evaluate the experience they have just had and suggest to the group how they can improve on the experience in future situations of this kind.

The following items check your comprehension of the material in the information sheet, Group Discussions, Panel Discussions, and Symposiums, pp. 6–14. Each of the eight items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. In which aspects of a vocational program might discussion techniques prove to be valuable and effective learning experiences, and in which aspects might they prove to be inefficient or ineffective?

2. If your class decided that it would be good to explore the topic, "Field trips that would help us understand working conditions in our area," which of the three discussion techniques would you plan to use? Explain your choice.

3. Give a specific example of a topic in your vocational-technical service area in which the symposium technique would be most effective. Explain your reasoning.

4. Describe your responsibilities as an instructor in the planning and preparation stage of a group discussion involving the entire class.

5. As the teacher-leader, how would you handle a situation during a group discussion in which it becomes apparent that students are voicing strong opinions without any real basis of information or knowledge of the subject?

6. How can an instructor assist the class in taking a vague idea for a discussion topic and sharpening its focus?

7. After the discussion period has closed, what can you do to help the class gain, to the maximum extent, from the learning experience they have just had?

8. Explain the bases on which members of the class might be chosen to participate as panelists in a panel discussion.

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Discussion techniques are most valuable and suitable for those aspects of the vocational program in which there are problems to be solved or issues to be considered that can be viewed in several different ways. Unresolved questions of values, ethics, human relations, or other aspects of the field that are somewhat controversial are good topics for discussion. Technical matters may be topics for discussion if there are legitimate differences of opinion or if there are different technical solutions to be explored. Discussions are valuable tools for decision making—if the class members are involved in the outcome and if the outcome is relevant to their interests.

   The discussion technique is not usually a good way to present straight information or technical facts or to instruct in skills. It also should never be used if the instructor has a predetermined outcome or decision already in mind and simply wishes the class to believe they have come to their own decisions or discovered their own solutions.

2. The identification of field-trip sites is a topic that calls for problem solving and decision making. Therefore, a group discussion involving the entire class would best serve the purpose. It is not a broad issue or a controversial social question that would lend itself to a panel discussion or symposium. Because everyone in the class is affected by the outcome, all should have an opportunity to participate in the discussion. The whole group can generate ideas, and you could help the class reach a decision by clarifying the problems involved and asking probing questions about the opinions expressed.

3. While your response will be unique to your service area, your choice and the reasoning behind it should be based on the following considerations:
   - The students' understanding of the topic will be enhanced by hearing carefully presented expert opinion.
   - The topic is somewhat controversial and subject to differences of viewpoint and opinion.
   - The class will be stimulated by the give-and-take of the speakers.
   - Expert knowledge of this topic is more readily available in the form of good speakers than from the usual class information sources.
   - A symposium will add real variety to the routine of the program.

4. As instructor, you should guide the selection of the topic, then help the group to refine and limit the topic. It may be necessary to orient students to the discussion technique. The students will have to be encouraged or assigned to do reading or other preparation, and you also will need to be sure your knowledge of the topic is refreshed and brought up to date. You should prepare leading questions on various phases of the topic and should arrange for physical facilities that will encourage discussion.

5. Since opinion without a basis in fact and information produces a discussion without content, the discussion should not be allowed to proceed. You may be tempted to furnish the students with information on the spot, but this should be resisted because it can destroy the flow of discussion. It also removes the information-gathering responsibility from the students. Probably, the best course is to get the class to realize they need more information and to agree to resume the discussion when they have had the opportunity to strengthen their knowledge of the topic.

6. The instructor can help class members express their personal needs and interests as they relate to the topic and can point out aspects of the topic that may be relevant to them. As the topic is forming, the instructor can ask the class questions about it. For example: Is it important? Does it affect students in the class? Will a discussion help them clarify their thinking? What resources are available to help them prepare to discuss it intelligently?

7. In addition to summarizing the conclusions that can be drawn from the discussion, you may be able to contribute your own thoughts, opinions, and conclusions based on your experience and expertise. To enable the class to learn to function well in future, similar situations, you can evaluate

the performance of the group as a whole during the discussion, commend special aspects or individual contributions, and note ways in which discussions of this type can be improved.

8. Just about everyone in the class should be considered as a candidate for the panel for various and different reasons. Some students might be valuable because of their fluency and poise. Some might be selected because they always make a thorough preparation or because they have special knowledge or experience. Some students may need to be given a chance to develop confidence in front of an audience, and some might benefit from the strong peer demands put on them in this situation. Here is an opportunity for special/exceptional students with particular expertise to make a real contribution to the work of the class—on an equitable basis. In no case, however, should a student be placed on a panel if it will expose him/her to public failure, ridicule, or unbearable stress.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Group Discussions, Panel Discussions, and Symposiums, pp. 6–14, or check with your resource person if necessary.

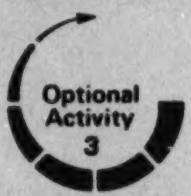
Learning Experience II

OVERVIEW

Given a case study describing how a hypothetical teacher conducted a group discussion, critique the performance of that teacher.

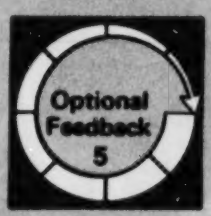
You will be reading the Case Study, p. 22, and writing a critique of the performance of the teacher described.

You will be evaluating your competency in critiquing the teacher's performance in conducting a group discussion by comparing your completed critique with the Model Critique, p. 23.



You may wish to view a locally produced videotape of a teacher conducting a group discussion and to critique that teacher's performance.

You may wish to participate in a group discussion with your peers, taking the role of discussion leader or member of the group.



If you participate in a discussion group, you may wish to evaluate the leader's performance, using the Group Discussion Checklist, pp. 25–26.

Read the following case study describing how Mr. Seriff, a vocational-technical instructor, conducted a group discussion. As you read, consider (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have treated his responsibilities. After completing your reading, **critique in writing** Mr. Seriff's performance in conducting a group discussion.

CASE STUDY

The graphic arts students were skilled film watchers. They could tell from the narration that "The Life of Johannes Gutenberg Printer" was coming to a close. In the semidarkened room, they looked over at the projector to see how much film was left on the reel. They then glanced at the clock and did some quick mental calculations about how much time was left in the class period and what they would do with it.

The instructor, Mr. Sam Seriff, did exactly the same thing. He decided that the remaining time (20 minutes) was too short for the students to get any lab work done and too long for him to allow the students to simply sit around and wait for the bell. No problem, thought Mr. Seriff, we'll just have a class discussion about the film.

No novice at teaching, Mr. Seriff knew the film well from the scores of times he had seen it over the years. As the room lights went on, he was ready to begin the discussion and had already formulated an interesting question for the class. "What was really revolutionary about Gutenberg's work? After all, printing was an ancient art." No one responded, so to get the discussion going, he called on Jeff Stone, knowing that Jeff would be able to give a good reply.

After that he posed another question, this one specifically designed to arouse the antiestablishment students in the class. "We saw in the film how the invention of printing was severely suppressed. Are new inventions and ideas suppressed today, do you suppose?" A few students immediately responded. Opinions, answers, and rebuttals began to fly, and soon many of the group were involved in lively discussion and in loud expression of strong opinion. As questions came up, Mr. Seriff deftly bounced them back at the class for their response.

Mr. Seriff noticed suddenly, however, that Bud Owney was fast asleep in the back of the room. The warm darkness during the film had just been too much for him. In a flash, Mr. Seriff strode over, shook Bud by the shoulder, and delivered a devastating speech about the personal characteristics of students who sleep in class.

After that incident, it took a few minutes to get the discussion going again, and just as things were beginning to move, the bell rang for the end of the period. A student's remarks were cut off in midsentence, and as the class filed out, Mr. Seriff called out, "Don't forget that your ad layout is due tomorrow!"

Compare your written critique of the teacher's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Mr. Sam Seriff's use of the group discussion was a mixture of both good and poor techniques. He chose to use the experience of a classroom film as a basis for the discussion. In general, the topic, though vaguely defined, was relevant to the work and interests of the students. Mr. Seriff undoubtedly knew his subject and knew his class because he was able to think of good discussion questions quickly and get students to respond.

It is in the complete lack of planning, however, that he made his biggest error. Deciding to have a class discussion was a last-minute thought, the class was not prepared for it, and the timing was all wrong. Because the time schedule was unplanned and uncontrolled, the discussion ended with a letdown instead of a conclusion.

Mr. Seriff also made some serious errors in conducting the group discussion. His question about the suppression of new inventions and ideas today, although provocative, went beyond the information provided in the film. Thus, student discussion was probably based primarily on opinion and emotion, without a foundation of information. The strong disciplinary action taken with Bud effectively destroyed the atmosphere of friendly give-and-take that should prevail. The lack of a summation or conclusion, and the completely inappropriate end of the class were other mistakes.

No doubt Mr. Seriff could have conducted a really thought-provoking discussion following the film if only he had carefully planned for the discussion before the students viewed the film.

Level of Performance: Your written critique of the teacher's performance should have covered the same **major** points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Group Discussions, Panel Discussions, and Symposiums, pp. 6–14, or check with your resource person if necessary.

Your institution may have available videotapes showing examples of teachers conducting group discussions. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in conducting a group discussion, using the criteria provided in this module or critique forms or checklists provided by your resource person.

For a practice experience in using the instructional technique of group discussion, you may wish to be a participant in a discussion group. You may assume the role of the discussion leader, or you may be an actively participating member of the group. Either role will be an effective learning experience for you. One of the following groups may be used for this activity:

- A group of your peers who may also be working on this module
- A college class of which you are a member
- A club or organization in which you are active

You may wish to have the group discussion recorded on videotape for later review.

If you participated in a group discussion, you may wish to use the Group Discussion Checklist, pp. 25–26, to evaluate the leader's performance.

GROUP DISCUSSION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

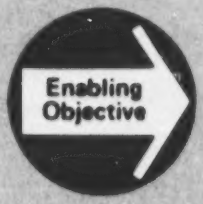
Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In planning for the group discussion, the leader:				
1. assisted the group in determining a topic of concern and interest to the group	☐	☐	☐	☐
2. guided the group in choosing a topic related to specified instructional objectives	☐	☐	☐	☐
3. encouraged the group to do independent study on the topic before the discussion	☐	☐	☐	☐
4. prepared leading question to be asked during the discussion	☐	☐	☐	☐
5. prepared the physical setting for the discussion so that: a. all could readily see and hear	☐	☐	☐	☐
b. an informal and comfortable environment was provided	☐	☐	☐	☐
During the discussion period, the leader:				
6. introduced the topic	☐	☐	☐	☐
7. explained the purpose of the discussion	☐	☐	☐	☐
8. kept the discussion on the topic	☐	☐	☐	☐
9. attempted to ensure that the participation of the group members was fairly balanced	☐	☐	☐	☐
10. refrained from taking a position or monopolizing the discussion	☐	☐	☐	☐
11. summarized the discussion periodically when needed	☐	☐	☐	☐
At the close of the discussion, the leader:				
12. brought the discussion to a satisfactory conclusion	☐	☐	☐	☐
13. suggested courses of action or ways of using the insights gained from the discussion	☐	☐	☐	☐
14. evaluated the discussion with the group in terms of the group's performance during the learning experience	☐	☐	☐	☐

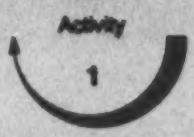
Level of Performance: All items should receive FULL or N/A responses. If any item received a NO or PARTIAL response, you may wish to discuss this with the group or check with your resource person if necessary.

Learning Experience III

OVERVIEW

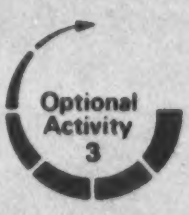


Given a case study describing how a hypothetical teacher planned a panel discussion, critique the performance of that teacher.



You will be reading the Case Study, p. 28, and writing a critique of the performance of the teacher described.

You will be evaluating your competency in critiquing the teacher's performance in planning a panel discussion by comparing your completed critique with the Model Critique, p. 29.



You may wish to view a locally produced videotape of a teacher conducting a panel discussion and to critique that teacher's performance.

You may wish to participate in a panel discussion with your peers, taking the role of panel moderator or panel member.

If you participate in a panel discussion, you may wish to evaluate the leader's performance, using the Panel Discussion Checklist, pp. 31–32.

Read the following case study describing how Miss Keys, a vocational-technical instructor, planned for a panel discussion. As you read, consider (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have treated her responsibilities. After completing your reading, **critique in writing** Miss Keys' performance in planning for a panel discussion.

CASE STUDY

Late on a Friday afternoon, Miss Keys was making out her lesson plans for the next week. She was a bit discouraged because her class in basic computer programming was becoming somewhat dull and routine. The students were beginning to appear apathetic. What could be done to liven things up and get the class involved again?

For a while she looked out the window of her quiet classroom; then she had an idea. Maybe this was the time to have a stimulating discussion on a controversial subject to get students thinking and talking. The topic should be one directly related to the program, she thought, and yet one that went beyond the technical subject matter to some social or unsolved problem. How about a discussion of computers and the invasion of privacy? That should stir up these young people. A student panel would be just the way to do it.

At the beginning of the class on Monday, Miss Keys announced that they would hold a panel discussion on Thursday and the topic would be "Computers: Friend or Foe?" At first the group didn't respond, but after some prodding from Miss Keys, a few students contributed a series of questions about the topic that the panel might consider: How can the computer endanger personal privacy? Can a computer get out of control? How would a National Data Bank affect us?

When the class had pretty clearly decided what seemed to be most interesting to them, Miss Keys chose the students who would be the panelists. David was really articulate, Joanne very bright, Willie argumentative and sharp, and Sue very perceptive. They would make a spirited panel.

Miss Keys suggested to the whole class that they do some reading and mentioned recent articles in *The New Republic* and *Fortune* that were related to the topic. After class the panel members got together for some initial planning, and with a little encouragement from Miss Keys, they defined the four main aspects of the subject. To save time, Miss Keys assigned the questions to each student, then told them where they could get information. Everything was now all set, and Miss Keys looked forward to a stimulating week of teaching.

Compare your written critique of the teacher's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Miss Keys seems to be a thoughtful and hard-working teacher who plans carefully for her students. In this case, however, her planning is probably too thorough. Most good discussions, whether panel or other type, have a strong element of student involvement and student control.

In planning for this panel discussion Miss Keys made many of the important decisions herself. She decided on holding a discussion, on using the panel format, on the specific topic, on the student panelists, and on the individual assignments. This may be very efficient, but it hardly encourages student contributions and enthusiasm. She didn't even leave them much time for preparation.

In her planning Miss Keys did, however, set the stage for a well-thought-out discussion session. She encouraged the class to read and helped the panel to get started in finding information. The class was guided into sharpening the focus of the topic, and the panel group itself was probably a very competent one.

It is a pity, however, that other, perhaps less extroverted, types were not considered or that the class could not have selected at least part of the panel. Because Miss Keys organized the panel discussion from her viewpoint as a teacher and did not involve the students more deeply, she may find that the discussion is not as stimulating as it might have been.

Level of Performance: Your written critique of the teacher's performance should have covered the same **major** points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Group Discussions, Panel Discussions, and Symposiums, pp. 6–14, or check with your resource person if necessary.

Your institution may have available videotapes showing examples of teachers conducting panel discussions. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in conducting a panel discussion, using the criteria provided in this module or critique forms or checklists provided by your resource person.

For a practice experience in using the instructional technique of panel discussion, you may wish to be a participant in a panel. You may assume the role of the moderator (leader), or you may be a member of the panel. Either of these roles will be an effective learning experience for you. One of the following groups may be used for this activity:

- A group of your peers who may also be working on this module
- A college class of which you are a member
- A club or organization in which you are active

You may wish to have the panel discussion recorded on videotape for later review.

If you participated in a panel discussion, you may wish to use the Panel Discussion Checklist, pp. 31–32, to evaluate the leader's performance.

PANEL DISCUSSION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In planning the panel discussion, the leader:				
1. assisted the group in determining a topic of concern and interest to the group	☐	☐	☐	☐
2. guided the group in choosing a topic related to specified instructional objectives	☐	☐	☐	☐
3. helped prepare a list of questions for the panel members to consider	☐	☐	☐	☐
4. helped select three or four group members to serve on the panel	☐	☐	☐	☐
5. met with the panel members before the presentation to prepare them for their roles	☐	☐	☐	☐
6. encouraged the group to do independent study on the topic before the presentation	☐	☐	☐	☐
In preparing the physical setting for the panel discussion, the leader:				
7. provided a comfortable setting for the panel in which they could easily see and hear each other	☐	☐	☐	☐
8. arranged for the audience to be able to see and hear the panel	☐	☐	☐	☐
During the panel discussion, the leader:				
9. introduced the topic for discussion	☐	☐	☐	☐
10. introduced the panel members	☐	☐	☐	☐
11. asked questions of the panel members as necessary	☐	☐	☐	☐
12. attempted to ensure that the participation of the panel members was fairly balanced	☐	☐	☐	☐
13. clarified the issues when necessary	☐	☐	☐	☐
14. summarized the major contributions of the panel members	☐	☐	☐	☐

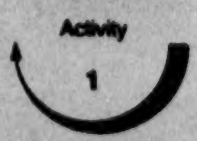
	N/A	No	Partial	Full
At the close of the panel, the leader:				
15. suggested ways of using the conclusions and information from the discussion	☐	☐	☐	☐
16. evaluated the discussion with the group in terms of the group's performance in the learning experience	☐	☐	☐	☐

Level of Performance: All items should receive FULL or N/A responses. If any item receives a NO or PARTIAL response, you may wish to discuss this with the group or check with your resource person if necessary.

Learning Experience IV

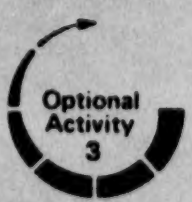
OVERVIEW

Given a case study describing how a hypothetical teacher conducted a symposium, critique the performance of that teacher.



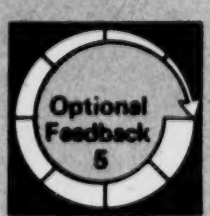
You will be reading the Case Study, p. 34, and writing a critique of the performance of the teacher described.

You will be evaluating your competency in critiquing the teacher's performance in conducting a symposium by comparing your completed critique with the Model Critique, p. 35.



You may wish to view a locally produced videotape of a teacher conducting a symposium and to critique that teacher's performance.

You may wish to participate in a symposium with your peers, taking the role of the chairperson or a symposium speaker.



If you participate in a symposium, you may wish to evaluate the leader's performance, using the Symposium Checklist, p. 37.

Read the following case study describing how Mr. Knurling, a vocational-technical instructor, conducted a symposium. As you read, consider (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have treated his responsibilities. After completing your reading, **critique in writing** Mr. Knurling's performance in conducting a symposium.

CASE STUDY

Mr. Knurling, teacher of machine shop and advisor to the vocational student organization was very satisfied with himself and with his group. This monthly meeting is an interesting one, he thought, and he and his students had worked hard to make it so. The symposium on the need for continuing education for tradespeople and technicians was proceeding nicely, with the final speaker giving his remarks.

The man from the electronics plant had talked about the rapid changes in technology. The woman from the government employment service had presented a picture of employment needs in the future, and the community college representative had described the many advanced courses his school offered. All the speakers had held the attention of the group. Because they had been carefully assigned a topic and a time allocation, the meeting was right on schedule.

As the last speaker finished, Mr. Knurling got up to direct the final part of the symposium session. First, he gave a brief summary of each speaker's main points. Then, he decided to add a few remarks of his own. Because he thought some aspects of the subject hadn't been emphasized enough, he repeated them. He also brought in a few last-minute thoughts.

This took almost ten minutes, so Mr. Knurling told the group there wouldn't be time for questions from the floor. He was sorry that the time had run out because he could see that a few students were sitting on the edges of their chairs waiting for a chance to speak. The electronics executive, too, obviously didn't agree with something the government representative had said, but Mr. Knurling didn't want to let that get started.

With that, Mr. Knurling thanked the speakers, and as the three people left the room, he turned the meeting over to the student president for the regular business session. Mr. Knurling felt good that everything had been well run and that the symposium had come off smoothly with no hitches, no arguments, and no students asking embarrassing or foolish questions.

Compare your written critique of the teacher's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

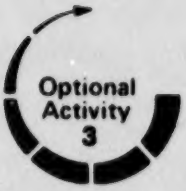
MODEL CRITIQUE

Mr. Knurling, in his desire to have everything run smoothly, forgot one of the basic values of the symposium. That is, the symposium is a forum in which controversial issues can be aired, different viewpoints explored, and free expression permitted. He helped choose a rather bland topic and, even then, did not give the speakers a chance to question each other or allow the students an opportunity to question the speakers.

Mr. Knurling couldn't resist making a little impromptu speech of his own, even though this is not the function of the symposium moderator, and it probably made only a small contribution to the discussion. This took time that could better have been spent on a question-and-answer period. Students will never learn to formulate thoughtful and penetrating questions unless they have a chance to try it.

The choice of speakers appeared to be good, and providing them with a definite topic and a time frame in which to speak helped keep the whole symposium on track. We can only hope that these people, who contributed some of their valuable time to prepare and present their remarks, were satisfied with the reception they got in the symposium. We hope that Mr. Knurling made sure they were sent a formal letter of thanks afterwards.

Level of Performance: Your written critique of the teacher's performance should have covered the same **major** points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Group Discussions, Panel Discussions, and Symposiums, pp. 6–14, or check with your resource person if necessary.



Your institution may have available videotapes showing examples of teachers conducting symposiums. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in conducting a symposium, using the criteria provided in this module or critique forms or checklists provided by your resource person.

For a practice experience in using the instructional technique of symposium, you may wish to be a participant in a symposium discussion. You may assume the role of the chairperson (leader), or you may be a symposium speaker. Either of these roles will be an effective learning experience for you. One of the following groups may be used for this activity:

- A group of your peers who may also be working on this module
- A college class of which you are a member
- A club or organization in which you are active

You may wish to have the symposium recorded on videotape for later review.

If you participated in a symposium, you may wish to use the Symposium Checklist, p. 37, to evaluate the leader's performance.

SYMPOSIUM CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In planning the symposium, the leader:				
1. assisted the group in determining an issue or problem for discussion	☐	☐	☐	☐
2. determined various aspects of the problem	☐	☐	☐	☐
3. encouraged the group to do independent study on the topic before the symposium	☐	☐	☐	☐
4. helped select the speakers for the symposium	☐	☐	☐	☐
5. asked each speaker to prepare a brief speech on the aspect of the issue assigned to him/her	☐	☐	☐	☐
6. met with symposium speakers to discuss the procedure to be followed	☐	☐	☐	☐
7. prepared the physical setting for the symposium so that the audience could comfortably see and hear the speakers	☐	☐	☐	☐
During the symposium, the leader:				
8. introduced the symposium topic	☐	☐	☐	☐
9. introduced each aspect of the symposium topic in turn	☐	☐	☐	☐
10. introduced each speaker in turn	☐	☐	☐	☐
11. summarized the main points of the speeches	☐	☐	☐	☐
At the close of the symposium, the leader:				
12. suggested ways of using the information and insights gained in the symposium	☐	☐	☐	☐
13. evaluated, as appropriate, the symposium experience and the performance of the group	☐	☐	☐	☐

Level of Performance: All items should receive FULL or N/A responses. If any item receives a NO or PARTIAL response, you may wish to discuss this with the group or check with your resouce person if necessary.

NOTES

Learning Experience V

FINAL EXPERIENCE

In an **actual teaching situation,*** conduct a group discussion, panel discussion, and symposium.

As you plan your lessons, decide when a group discussion, panel discussion, and symposium could be used effectively to aid in meeting the lesson objectives. Based on those decisions, conduct a group discussion, panel discussion, and symposium. This will include—

- selecting, modifying, or developing lesson plans that include each of these techniques
- directing the selection of appropriate discussion topics
- helping to prepare questions in advance
- helping to select panel members or speakers where appropriate
- arranging the setting
- guiding each discussion as needed
- summarizing and evaluating the activity

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., two to six weeks). You will probably not want to attempt to use all three discussion techniques in the same lesson.

As you plan for each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Your resource person may want you to submit your written lesson plans to him/her for evaluation before you present your lessons. It may be helpful for your resource person to use the TPAF from Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.

Arrange in advance to have your resource person review your documentation and observe your performance in conducting a group discussion, panel discussion, and symposium.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 41–43.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in conducting a group discussion, a panel discussion, and a symposium.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Conduct Group Discussions, Panel Discussions, and Symposiums (C-2)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
The Group Discussion						
In planning for the group discussion, the teacher:						
1. assisted the group in determining a topic of concern and interest to the group	☐	☐	☐	☐	☐	☐
2. guided the group in choosing a topic related to specified instructional objectives	☐	☐	☐	☐	☐	☐
3. encouraged the group to do independent study on the topic before the discussion	☐	☐	☐	☐	☐	☐
4. prepared leading questions to be asked during the discussion	☐	☐	☐	☐	☐	☐
5. prepared the physical setting for the discussion so that: a. all could readily see and hear	☐	☐	☐	☐	☐	☐
b. an informal and comfortable environment was provided	☐	☐	☐	☐	☐	☐
During the discussion period, the teacher:						
6. introduced the topic	☐	☐	☐	☐	☐	☐
7. explained the purpose of the discussion	☐	☐	☐	☐	☐	☐
8. kept the discussion on the topic	☐	☐	☐	☐	☐	☐
9. attempted to ensure that the participation of the group members was fairly balanced	☐	☐	☐	☐	☐	☐
10. refrained from taking a position or monopolizing the discussion	☐	☐	☐	☐	☐	☐
11. summarized the discussion periodically when needed	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
At the close of the discussion, the teacher:						
12. brought the discussion to a satisfactory conclusion	☐	☐	☐	☐	☐	☐
13. suggested courses of action or ways of using the insights gained from the discussion	☐	☐	☐	☐	☐	☐
14. evaluated the discussion with the group in terms of the group's performance during the learning experience	☐	☐	☐	☐	☐	☐
The Panel Discussion						
In planning the panel discussion, the teacher:						
15. assisted the group in determining a topic of concern and interest to the group	☐	☐	☐	☐	☐	☐
16. guided the group in choosing a topic related to specified instructional objectives	☐	☐	☐	☐	☐	☐
17. helped prepare a list of questions for the panel members to consider	☐	☐	☐	☐	☐	☐
18. helped select three or four group members to serve on the panel	☐	☐	☐	☐	☐	☐
19. met with the panel members before the presentation to prepare them for their roles	☐	☐	☐	☐	☐	☐
20. encouraged the group to do independent study on the topic before the presentation	☐	☐	☐	☐	☐	☐
In preparing the physical setting for the panel discussion, the teacher:						
21. provided a comfortable setting for the panel in which they could easily see and hear each other	☐	☐	☐	☐	☐	☐
22. arranged for the audience to be able to see and hear the panel	☐	☐	☐	☐	☐	☐
During the panel discussion, the teacher:						
23. introduced the topic for discussion	☐	☐	☐	☐	☐	☐
24. introduced the panel members	☐	☐	☐	☐	☐	☐
25. asked questions of the panel members as necessary	☐	☐	☐	☐	☐	☐
26. attempted to ensure that the participation of the panel members was fairly balanced	☐	☐	☐	☐	☐	☐
27. clarified the issues when necessary	☐	☐	☐	☐	☐	☐
28. summarized the major contributions of the panel members	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
At the close of the panel, the teacher:						
29. suggested ways of using the conclusions and information from the discussion	☐	☐	☐	☐	☐	☐
30. evaluated the discussion with the group in terms of the group's performance in the learning experience	☐	☐	☐	☐	☐	☐
The Symposium						
In planning the symposium, the teacher:						
31. assisted the group in determining an issue or problem for discussion	☐	☐	☐	☐	☐	☐
32. determined various aspects of the problem	☐	☐	☐	☐	☐	☐
33. encouraged the group to do independent study on the topic before the symposium	☐	☐	☐	☐	☐	☐
34. helped select the speakers for the symposium	☐	☐	☐	☐	☐	☐
35. asked each speaker to prepare a brief speech on the aspect of the issue assigned to him/her	☐	☐	☐	☐	☐	☐
36. met with symposium speakers to discuss the procedure to be followed	☐	☐	☐	☐	☐	☐
37. prepared the physical setting for the symposium so that the audience could comfortably see and hear the speakers	☐	☐	☐	☐	☐	☐
During the symposium, the teacher:						
38. introduced the symposium topic	☐	☐	☐	☐	☐	☐
39. introduced each aspect of the symposium topic in turn	☐	☐	☐	☐	☐	☐
40. introduced each speaker in turn	☐	☐	☐	☐	☐	☐
41. summarized the main points of the speeches	☐	☐	☐	☐	☐	☐
At the close of the symposium, the teacher:						
42. suggested ways of using the information and insights gained in the symposium	☐	☐	☐	☐	☐	☐
43. evaluated, as appropriate, the symposium experience and the performance of the group	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and the resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart
C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory
E-10 Combat Problems of Student Chemical Use

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

G-1 Develop a School–Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H-2 Establish a Vocational Student Organization
H-3 Prepare Vocational Student Organization Members for Leadership Roles
H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Vocational Student Organization
H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

I-1 Keep Up to Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

K-1 Prepare Yourself for CBE
K-2 Organize the Content for a CBE Program
K-3 Organize Your Class and Lab to Install CBE
K-4 Provide Instructional Materials for CBE
K-5 Manage the Daily Routines of Your CBE Program
K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

L-1 Prepare Yourself to Serve Exceptional Students
L-2 Identify and Diagnose Exceptional Students
L-3 Plan Instruction for Exceptional Students
L-4 Provide Appropriate Instructional Materials for Exceptional Students
L-5 Modify the Learning Environment for Exceptional Students
L-6 Promote Peer Acceptance of Exceptional Students
L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L-8 Improve Your Communication Skills
L-9 Assess the Progress of Exceptional Students
L-10 Counsel Exceptional Students with Personal–Social Problems
L-11 Assist Exceptional Students in Developing Career Planning Skills
L-12 Prepare Exceptional Students for Employability
L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M-1 Assist Students in Achieving Basic Reading Skills
M-2 Assist Students in Developing Technical Reading Skills
M-3 Assist Students in Improving Their Writing Skills
M-4 Assist Students in Improving Their Oral Communication Skills
M-5 Assist Students in Improving Their Math Skills
M-6 Assist Students in Improving Their Survival Skills

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